

THE *Journal* AER OF THE *Association*

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THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

Have you enrolled a new AER member?

At the Chicago meeting the officers set up a quota of 1,000 new members before May 1, 1948. *We are counting on you!*

Margaret B. Russell, teacher, Benjamin Stoddert School, Washington, D. C., has a most interesting article, "Children Make Recordings," in the December *NEA Journal*, page 635.

Does Radio Affect Youth's Behavior? was discussed by the junior high school group on The Youth Forum, Station WQXR, New York, December 20. Dorothy Gordon acted as moderator.

Thank You Judge, the Scholastic prize-winning script by Jo Ann Walker, Toledo high school girl [now at Northwestern University], will be published in the February 24 issues of the English and Combined editions of *Scholastic*.

Television stations in operation on December 1, 1947 totalled 17, of which 6 were licensed and 11 operated experimentally on a construction permit basis. An additional 54 construction permits have been issued and applications pending total 43.

Seerley Reid, formerly a staff member of the Evaluation of School Broadcasts, Ohio State University, is now a member of the staff of the Office of Education. He is assistant chief of Visual Aids to Education in the Division of Auxiliary Services.

Indiana State Teachers College, Terre Haute, is presenting one of its regular daily educational series [1:45 p.m.] both on WBOW and WBOW-FM. The FM station uses 101.1 megacycles and the AM station 1230 kilocycles. The other series continue on WBOW.

Wanted—a Baby, the second in a series of three documentary programs dealing with the problems of "Your Children Today," was presented on the coast-to-coast MBS network on December 10 [9:30-10:00 p.m., EST]. The final program in the series, *Children of Divorce*, will follow later.

Michigan State College, East Lansing, will soon have a second radio station, WKAR-FM, which has been under construction for some time and has been assigned the frequency of 90.5 megacycles. The new station will operate simultaneously with AM Station WKAR in the daytime and will provide a night-time service not heretofore available.

The Minnesota Radio Council, in co-operation with Station WCCO, began on November 26 a weekly series of half-hour documentaries on the subject of juvenile delinquency. The broadcasts are at 8:30 p.m. and are followed by panel discussions in Minneapolis, St. Paul, and other Minnesota communities. President J. L. Morrill of the University of Minnesota presided at the opening discussion in the auditorium studio of WCCO.

Editorializing by Broadcast Licensees, a controversial issue on which the FCC had scheduled hearings to open December 12, will be heard instead beginning March 1.

George Jennings will furnish on request a final registration list of the School Broadcast Conference held October 27-29. Write to him at 228 N. La Salle St., Chicago 1.

The Federal Communications Commission issued on October 31 a report, *An Economic Study of Standard Broadcasting*. This 115-page study is "must" reading for anyone considering entrance into the commercial broadcasting field.

City College, New York, provides programs of classical and popular music in its recreation and study lounges between 8 a.m. and midnight. The service is furnished by a privately-owned concern and is transmitted over telephone lines.

This is the NBC, the monthly pamphlet listing educational and public service programs of the National Broadcasting Company, was not issued in either November or December. The publication, in new format, is promised for early January.

John V. L. Hogan, prominent radio inventor, received the 1947 Armstrong Medal, for important contributions to radio, on December 5. Presentation was made by the Radio Club of America at its thirty-eighth annual dinner at the Advertising Club of New York.

The University of Minnesota has authorized the construction of a 3 kilowatt FM station and has made application to the FCC for a construction permit. The new facilities will be used to supplement its present AM station, KUOM, which broadcasts only during daytime hours.

Station KRVM-FM, Eugene, Oregon, public schools, began its program service on December 8. Initially a daily program of two hours of broadcasts was presented. This month [January] an expansion to three hours was scheduled, with a further advance to four hours expected at an early date.

Elizabeth E. Marshall, program director, Chicago Radio Council, served as a member of the Program Planning Committee for a regional meeting of women broadcasters held in Chicago December 12-14. This meeting of the Association of Women Broadcasters of the NAB included the states of Illinois and Wisconsin. Mrs. Marshall is also state chairman of the organization.

Governor Dwight H. Green of Illinois proclaimed December 13 as Women Broadcasters' Day throughout Illinois. His proclamation gave recognition to the Ninth District meeting of the Association of Women Broadcasters held in Chicago December 12-14 and drew attention to "the educational and economic contributions which women broadcasters are making day by day to American life."

K. L. Dragoo, program director, Station KALW, San Francisco public schools, will be the guest speaker at a Radio Workshop held by the Eugene, Oregon, public schools January 19.

A Christmas Star, by Betsy Baker, 12, Athens, Ohio, was presented on the CBS *Gateways to Music* program December 11. This composition won a 1947 Scholastic Creative Music Award.

Elmo Ellis, writer-producer-director, Station WSB, Atlanta, addressed journalism students of the University of Georgia on December 11. One of his radio series, *The Harbor We Seek*, won a Peabody honorable mention in 1946.

The Federal Communications Commission states that before V-J Day there were a few less than a thousand standard broadcast stations on the air. This figure, the FCC predicts, will be doubled by the end of 1948.

Dr. Lyman Bryson, counsellor on public affairs, Columbia Broadcasting System, addressed the Second National Conference on International Educational Reconstruction in Washington, D. C., on October 31 on the topic, "UNESCO's Role in the Post-War World."

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ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate, professional fraternity in radio.
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Is Your School Doing Its Job?

THE CRYING NEED TODAY is for teachers who understand children—their interests and needs—at least as well as they understand subjects; who are fully aware of the importance that education plays in the success of a democracy; and who realize that the school is only partially discharging its obligations to society if it overlooks the important function of helping each student to adjust to his environment—not his environment of yesterday but that of today, and, insofar as it can be done, to prepare him for tomorrow's world and his obligations to it.

When nations were ruled by kings, the heir apparent to the throne was given the best possible preparation for his future responsibilities. Today kings, as hereditary, absolute rulers have practically disappeared. But even in England, where the Crown has become a mere symbol and where the real power rests with an elected government, can anyone be unaware of the care with which the heiress presumptive, Princess Elizabeth, has been prepared for the future which lies ahead of her? Or that this preparation is provided by those best fitted for that job?

Is careful preparation for the vital task of governing any the less important just because the rulers will be not an individual or a family but an entire population? Can Democracy succeed if anything but the best instruction is made available to everyone? And what about those who are to provide the instruction—the teachers? Should they not be selected from among the most able young people? Should not teaching be made sufficiently attractive to compete on an equal footing with the other professions to the end that it will draw to it and keep within its ranks those best fitted for teaching?

Education serves a unique function in a democracy. Here in America our dream is of a people ruled not by the few, who through such fortuitous circumstances as wealth, inheritance, position, or otherwise, exercise control, but by the entire adult population—the rank and file as well as the more fortunate—because all possess the irreducible minimum of ability and knowledge essential to the making of sound decisions. Just as this concept of government differs from communism, fascism, or other types of political organization, so its education must differ from the education found under these other forms of government.

America's dream of a democratic society is still far from realization. Our failure to reach our democratic goal is due primarily to our failure to prepare all to exercise their power as citizens—as rulers. If education has failed to measure up to its full responsibilities, it is probably due in large part to the failure of rich and poor alike to grasp the essential importance of providing that kind and quality of education for every child which the most intelligent parent would wish to provide for his own children.

When our nation was born, a government "of the people, by the people, and for the people" was a new concept. The

crucial problem then, and still the single most vital issue before us, is how to prepare our young people for the unique role they must fill in a democratic society.

What is the best preparation? Is it exposure only to the answers which men in the past have found for their problems? Are we preparing our young people to live in yesterday's world or tomorrow's? Are the problems which they face those of the horse and buggy or of the jet plane and the atomic bomb? And if learning by example is important, can young people become democratically minded if they are educated in schools whose organization more nearly resembles that of a dictatorship than of a democracy? When so much of the cultural heritage stresses a "class" society? When emphasis is too frequently placed on race differences rather than on similarities? And when the conquests which kings have made of nations and peoples receive far more attention than do those which scientists have made of matter and energy?

Education has been guilty of many errors in the past. Perhaps our first mistake in this country was when we tried too faithfully to copy the Prussian school system. How could such a system meet our needs when there was so great a difference in the objectives? Its narrow curriculum and authoritarian methods have been seriously questioned for many years. Yet even today many schools still operate, unwittingly perhaps, in accordance with its outmoded educational philosophy.

Today we are beginning to realize that learning takes place best when it meets a need; that education involves a change in the organism; that no change occurs unless there is sufficient motivation; and that the most successful and useful learnings will take place if the process begins with individual needs. Thus, by determining the abilities, interests, and needs of each individual and by making a serious effort to fit instruction to him we have the only defensible method of education for democracy.

Radio is one of the new elements in today's environment and it provides a perfect example of the failure of the schools to keep pace with individual needs. More than 90 per cent of the homes have radios. Children spend more time listening to the radio than they do attending school. Undirected and unsupervised radio listening, many believe, has a more marked effect on attitudes, habits, and points of view than any other single social institution. The school cannot compete with the radio, but it can use it in the classroom to enrich the curriculum; it can establish workshops to provide instruction in the radio arts; it can teach discriminating listening; it can help youngsters to detect propaganda; and it can develop appreciation for the good and resistance to the bad. The teacher or school which fits radio into its curriculum has taken a long step forward in helping youngsters adjust to today's environment—in making education vital.—TRACY F. TYLER, Editor.

Radio, a Community Resource

RADIO IS A PUBLIC ASSET, a public responsibility, and a public necessity. In fact, it has been characterized as the greatest medium so far invented for reaching the minds of the people. As such, it has also all the elements that can strengthen or break down a democratic way of life. Yet as a community resource, its vast potentialities are so far almost untapped.

Let's examine a few facts in connection with this startling medium of communication. In early 1945 at least 33,000,000 of the 36,544,000 American families had radios. From national and regional surveys, it has also been estimated that the average man or woman, boy or girl, spends from 3½ to 4 hours every day listening to the radio, or about 25 hours a week.

This figure is all the more significant when we contrast it with the estimated time spent on the other media of communication—newspapers, magazines, and moving pictures. Estimates here indicate that the average American spends approximately 30 minutes a day with his newspaper, 16 minutes a day on his magazines, and about an hour a week attending the movies. This is little more than 5 hours a week for all three—one-fifth the time spent listening to the radio. Now, when we contrast the estimated listening time with the time a child spends in school, we are again struck with the depth of radio's permeation. A child is in school about 5½ hours a day, 5 days a week for approximately 36 weeks. At the same time he spends 3½ to 4 hours each day, 7 days a week for 52 weeks listening to his favorite programs.

It is obvious, then, that first as citizens and then as educators we have both a stake in and an obligation toward this medium which can exert such an influence over our own thoughts, the thoughts of our children, and of our neighbors. I like to compare the development of radio as a mass medium to the development of atomic energy. Because we were at war when atomic energy was introduced to the world, it came in its most effective destructive capacity—the atomic bomb. Immediately, citizens, lawmakers of this country, and others, realizing the bomb's terrible potentialities, set about at-

tempting to control its use. However, few of us realized that we were at war partly, at least, because of the destructive use to which this other great development—radio—had been put previously. Unfortunately, in radio's case, we hadn't been alert to its insidious effectiveness.

Lisa Sergio has given us a picture of radio's power and of its mis-use in Europe in the 1930's. Miss Sergio, at the time a citizen of Italy, was requested by Mussolini to set up the Italian system of foreign-language broadcasts. After a tremendous European audience had been built up, Mussolini turned on a barrage of propaganda and confusing mis-truths. The result was confusion of thought in all of Europe. According to Miss Sergio, one of the reasons why the French population refused to stop the Germans when they took over the de-militarized Rhine was the clever short-wave propaganda coming from Italy. Credence is given to these statements by the fact that Miss Sergio was forced to flee Europe just ahead of the Italian secret police for her refusal to broadcast many of the propaganda items which Mussolini personally sent her. She warns that radio is the greatest force in education if properly used, but that people must wake up to their responsibility in seeing that it is properly used.

This brings us to the actual problem of the day: What can we as individuals do about it? What I'm going to outline represents a resumé of many related avenues of approach to the problem, all of which need to be recognized and carried along concurrently. Most of them are not elaborate, and can be effected by a small team of interested individuals.

In the first place, let us examine the matter of the radio diet coming into your community. Every station, as you undoubtedly know, operates under a license issued by the FCC. The Federal Communications Commission was set up to safeguard the people's rights in the air waves. As a part of the pledge which each station operator must make when he applies for a license to use the air waves, he must promise to devote a certain proportion of each 24-hour day to broadcasts in "the public interest, convenience, and necessity." Failure to

do so makes him liable to revocation of the privilege of broadcasting.

Thus, by Federal law he is required to carry non-commercial, sustaining programs. It is in this area that many of the educational and public service broadcasts fall. Newscasts, panel discussions, political speeches, musical programs, etc., are scheduled for this period. In this field the station manager is most anxious for assistance from the community concerning types of programs to be presented. He is a business man, wanting both to serve the community and to keep his station solvent. At the same time he probably has a business connection with a radio network under which he contracts to carry a certain percentage of network commercially-sponsored programs, as well as an optional amount of network sustaining programs. He is faced with the tremendous task of selecting what he thinks the people in his community want from among the commercial and sustaining network shows, and of saving some time for local advertising and local public service programs. Naturally, his selection is going to be influenced by his own point of view unless we, as citizens, indicate our interest and tell him what we want.

Activity number one, then, would be to set about surveying the radio diet of your community. It can become a fascinating project when members of the community recognize its purpose. Here your avenue of approach could be through the various school PTA groups. The PTA constitution, I believe, provides for a radio chairman for each unit, and has a quite effective national radio committee. Through this channel, listening groups could be organized which would cover certain segments of each day, listening to each program and evaluating it for its positive or negative effects.

Turn the school children loose on after-school and week-end listening. They'll love it. They're a part of the community and should be called in to cooperate on such a project. Indirectly, some good lessons in discriminant listening might be put across, too. If other civic groups, service organizations, or church guilds wish to cooperate through their radio committees, so much the better. Put those radio committees to

work! Most service organizations have them and use them only in the limited capacity of planning their own radio programs when they want to sell an idea to the community. Let these organizations turn in their reports to the PTA, which with the school could then work out a log of recommended programs.

This first activity depends upon a pre-agreed standard of evaluation, however. Hence as activity number one is instituted, activity number two must be operating. That is, application of a set of standards to each program. In the first conference, discussion must begin and tentative standards be set up concerning what makes a program good. There are only a few principles involved. First, an understanding of why people listen. Perhaps it's critically, to learn. Here would fall such broadcasts as panel discussions, newscasts, talks, commentators, UN news, great drama, etc. Or, it might be to be entertained. Here we would find variety shows, comedy, drama, light music, etc. Finally, people might listen to escape from the pressures of present problems. In this area would fall classical music, literature, religious programs, etc.

With this in mind, then, the first question to ask about a program would be, "What is its purpose?" After this has been decided one could consider the following criteria as they applied:

- [1] What is its intrinsic value within that purpose? Is it authentic and honest?
- [2] Does it stress positive human values? In the field of human relations? Co-operative living? Intercultural understanding?
- [3] Does it have artistic quality and integrity?
- [4] Does it have good entertainment value? Do people enjoy it?
- [5] Does it stay within the realm of good English and diction?
- [6] Is it within the intelligence level and scope of imagination of the audience for whom it was intended?

Here we must understand that the range of comprehension among the listening public, children and adults alike, is quite wide. For instance, the average education which one can expect of the young-adult Californian is graduation from high school. In another state census figures show that over 50 per cent of the adult population have not gone beyond the seventh grade. Add to that the important psychological fact that the lower the educational level of a person, the more dependent is he upon radio—the auditory medium—and the more influenced by what he hears.

In evaluating your local radio diet, then, it is necessary to consider the spread of listener comprehension within your community and also to consider whether or not all segments are getting an honest and a balanced radio diet.

Now, having set up standards of evaluation and having begun the survey of your local radio programs, you will discover that there are many to which you will be able to give immediate and whole-hearted support. The third activity will be to publicize these programs through the school and the community. There are many ways of doing this. For instance, with the help of the high school English department, a

Prayer for The United Nations

God of the free, we pledge our hearts and lives today to the cause of all free mankind. . . .

Grant us honor for our dead who died in the faith, honor for our living who work and strive for the faith, redemption and security for all captive lands and peoples. Grant us patience with the deluded and pity for the betrayed. And grant us the skill and valor that shall cleanse the world of oppression and the old base doctrine that the strong must eat the weak because they are strong.

Yet most of all grant us brotherhood, not only for this day but for all our years—a brotherhood not of words but of acts and deeds. We are all of us children of earth—grant us that simple knowledge. If our brothers are oppressed, then we are oppressed. If they hunger, we hunger. If their freedom is taken away, our freedom is not secure.

Grant us a common faith that man shall know bread and peace—that he shall know justice and righteousness, freedom and security, an equal opportunity and an equal chance to do his best, not only in our own lands, but throughout the world. And in that faith let us march toward the clean world our hands can make. Amen.—STEPHEN VINCENT BENÉT.

* * *

United Nations radio broadcasts in five languages are on the air every day except Sunday. From these programs, people all over the world learn first hand what the organization is doing and planning. Fan letters from many lands tell the UN that the broadcasts are popular.

mimeographed weekly bulletin of recommended programs might be distributed among the children and the PTA, concentrating each week on a few selected programs in each field of listening, with a brief explanation of the type of program and general content. Your station manager will be happy to supply any advance information available on these and other programs. In fact, if this project is entered into in a spirit of friendly cooperation and mutual understanding, you will find many avenues of contact with your radio station opened to you. The point is that it must be thought of as a constructive project in which all will benefit.

You will in all probability get newspaper cooperation in which recommended listening is starred or programs are described. A weekly comment column might be instituted, both in the local newspaper and in the high school paper. Perhaps a neighborhood editor will run a column. As you get into the project, many ideas for publicity will develop. The important step is to make a start even in a small way through the PTA and the school.

Now, having learned what is coming to your community, having evaluated the programs and publicized the good ones, your fourth activity, which will follow naturally once interest is aroused, is to use these programs as a supplemental aid to teaching. Many of the programs can be used variously as springboard material for classroom discussions in social science, English, science, mathematics, music, art, etc., and lead to fascinating research projects on the part of groups or individual students. Radio is probably more truly representative of the day-by-day life of today's world than any other medium of information. There can be language-arts activities by the score—story-telling and simulated broadcasting in even the primary levels of school. Put a dummy microphone in a child's hands and see what happens! There can be panel discussions, quiz shows, plays, news-casting, script-writing on a higher level, all done with a dummy mike on a broomstick.

If good programs come during school hours and can be used right in class—fine. They usually are designed for school use and have teacher utilization handbooks already worked out, giving complete information on the content of the entire series and suggestions for

classroom use. Consult your station manager for information on how to get the handbooks. If the program is a local one without a handbook, there's another way of cementing good relations with the radio station. Take the situation up with the superintendent of schools and perhaps offer the station professional educational assistance in working out handbooks for local use. If that can't be done, perhaps the station manager will issue advance information on program content so that teachers will be able to prepare.

Good utilization requires advance preparation of students where possible. As a minimum there should be a little information concerning the subject of the broadcast, what to listen for, and some standards for judging the value of the program. Then, it is desirable to have the most relaxed possible classroom situation for the actual broadcast and constructive follow-up activities in which full advantage of the program material is taken in implementing further learning and individual or group creative activity on the part of the children.

Out-of-school listening may be stimulated in the same manner with a little advance preparation or discussion on the program and classroom follow-up activities the next day. This requires the teacher's listening as well as the pupil's but will be well worth the time and effort as it usually increases classroom *esprit de corps* as well as constructive activity. Indirectly, also, it will be contributing to the growth of discrimination in listening among children, and by a sort of osmosis, to growth of discrimination in listening among other members of the children's families.

For those who come from communities in which there is as yet little activity in radio education, may I suggest that you send for sample handbooks on radio utilization. Columbia Broadcasting System's American School of the Air is a classic in the field.

Now, the fifth step in this process of becoming acquainted with, publicizing, and using radio as a community resource is enriching your diet. Having found out what you have, find out what you could have if you asked for it! This ties right into the previously mentioned problems of the station manager, who is called upon to select from many sources and from many points of view

what to him seems the best. Unless you know what he has to choose from you're working in the dark. Unless he knows what you want he's working in the dark. Canvass all the available sources of programs. Write to the public service departments of the four networks for complete information on their network public service and educational programs. Be sure to cover both non-sponsored and commercially-sponsored material. The fact that a program is sponsored does not detract from its excellence if it's a good program. It may mean that because this program is sponsored, the network has thus freed funds for further experimentation with education and public service releases. For instance, *Youth Forum*, one of our finest panel discussion series for young people, by young people is sponsored by the New York Times. *Let's Pretend*, dealing with children's fairy tales, is sponsored by Cream of Wheat. Westinghouse has recently developed several excellent series in science and related subjects.

Aside from network programs, it is well to check on the community-service organizations which have developed radio series, usually available to local stations in transcription form. Among these are the following:

- [1] Association of Junior Leagues of America, Inc., transcribed series *Books Bring Adventure*, the 1945 award winner at the Institute for Education by Radio and recipient of a special Citation of Honor in the 1946 Peabody Awards. Usually the local Junior League will finance and sponsor this program in the community.
- [2] The American Medical Association programs and transcriptions on matters of medical care and health.
- [3] The Institute for Democratic Education series, *Lest We Forget*, available in transcription form to schools and radio stations. Address: 415 Lexington Ave., New York.

One other address must not be overlooked. This source will supply *free*: scripts, transcriptions, recordings, bibliographies, utilization materials, and information covering the entire field of the uses of radio in education. Write to: Federal Radio Education Committee, U. S. Office of Education, Washington 25, D. C.

From these sources you should get a broadside view of the educational possibilities of radio and of its importance as a community resource. Having absorbed this, you are in a position to select a few of the outstanding programs not yet coming into the community.

Discuss the possibilities of bringing in these programs through the appropriate network channels, interest local business men or service groups in sponsoring some of the transcribed series, and through cooperative planning, within several months' time you may be able to see some interesting developments.

One of the discoveries which you will make is the really unique position of the school system and teachers in the cultural stream of community life. The point is that education is going on in your community all the time, twenty-four hours a day. As representatives of formalized education you are in an advantageous spot to recognize and help direct trends. You can no longer be subjectmatter specialists only but must be public relations specialists as well, at the very core of the life of the community. The further you spread your influence, the more effective can you be as educators.

Of course, every teacher can't make contacts with radio stations, but one teacher can. Every teacher can't organize radio listening and evaluation activities in her school, but she can in her room, electing a qualified teacher to coordinate for the building. There is someone on your faculty who would be just the person to work with the PTA and other civic groups in the organization of listener panels and the development of aims and ideas for the kind of radio diet your community wants and needs.

May I reiterate! If teachers as the recognized symbols for the transmission of much that is good and ethical in our culture do not assume a position of leadership in assisting the community to understand and make constructive use of radio—one of its most powerful resources for the dissemination of ideas—some other organized group without an ethical interest in the welfare of the community may take over. It was done in Italy, in Germany, in Japan. We have no right to assume that "it can't happen here" unless we see that it doesn't! That is the challenge which I feel we, as citizens, are facing today. Radio, as potent as the atomic bomb, is a world resource which still belongs to us. Let's make our contribution toward its constructive use as a medium for bringing the greatest possible good to the greatest possible number of people! —DOROTHY M. FROST, Teachers College, Columbia University.

Pre-School Education by Radio

A PRE-SCHOOL TRAINING COURSE presented by radio in Cleveland, Ohio, is now in its fifth year. The program called, *Charming Children*, besides being the only sponsored educational project in the children's radio field enjoys several other precedent-breaking innovations. It has the shortest commercial on record. For five years it has been simply—"The American Crayon Company and I say, Good Morning Charming Children" at the beginning of the half hour broadcast, and at the end—"This is Marjorie Harm signing off for the American Crayon Company. Good-bye."

The program has no script, no rehearsals, and no studio audience. Each broadcast is the first appearance for the broadcasting group which consists of fourteen to eighteen children. Since these children are three, four, and five year olds, anything can happen and sometimes does. No effort is exerted to make it adult entertainment. A humorous incident is never exploited for the sake of adult laughs. The fact that the program going out over the air is delightful listening for adults as well as children is entirely coincidental.

The primary function of the program is Pre-School Education and this is carried forward in the best traditions of child training. The best evidence that *Charming Children* has earned a high place in the educational field is shown by its enthusiastic endorsement by many leading educators. Cleveland schools, as well as many other schools throughout the listening area, encourage the teachers of kindergarten and the lower grades to tune in the program as a part of their classroom schedule. Colleges and universities use the program in connection with their teacher training courses. The lower grades of many schools and many Sunday Schools have adopted *Charming Children* songs for use in their classes. This phase of *Charming Children* popularity has become increasingly evident as the children who have had contact with the program grow up to enter grade school and Sunday School, taking with them the habits and desires formed in that important pre-school period. No pre-school educational program would be worthy of the name unless it provided practice in motor control; coordination

of mind, eye, and muscle; an outlet for creative expression; and an opportunity for personal achievement which develops self-confidence. *Charming Children* fills these requirements through handwork projects.

There is a handwork project for each school day, each project being marked such as Tuesday, fourth week, November. On that day the project is discussed over the air and instructions given for doing the work. There are enough projects for two terms of eight months each so that a child can belong to *Charming Children* for two years without repeating the handwork. This material is put up in monthly packets which are mailed to subscribers each month.

Songs and rhythms, appropriate to the handwork theme, are taught as the course progresses. Over fifty songs, twenty rhythms, and a number of poems are used. All songs, music, poems, and stories used on the program have been written by Marjorie Lea Harm who directs the program. The handwork projects are also designed by Mrs. Harm. The material is copyrighted. By using original music and material the necessity of copyright clearance is avoided and a truly spontaneous effect is secured.

The program is directed to very young children and it often represents their first contact with radio. The ex-

perience is so real and intimate to them that they lose themselves in it and take active part along with the children in the studio. Songs and poems are taught line for line and when the song calls for play—the children at home also play—galloping, flying, imitating bears, ducks, trains, airplanes, falling leaves, Indians—expressing in action the idea of the song. Lessons in manners, safety, family responsibility become very important to the children and affect the life of the whole family for the better.

The feature of active participation on the part of listeners by doing the handwork has a secondary benefit which is very important. The studio classes which take part in the broadcast are composed of children from this group and it is this feature more than anything else that assures lively and interesting programs. These children know the songs and talk freely about the subjects of current study. Studio appearances are not offered as inducements to purchase handwork. Efforts to get on the radio by that means are discouraged. The program is not carried for the purpose of selling handwork. Handwork is made available because it is a necessary part of pre-school education. It must have value or the people would not make use of it to the proper extent.

One of the notable effects of the pro-

A Reminder

Have you invited your friends to join the AER? Have you contacted your local stations and discussed with them the part they can play in the AER? Do the schools in your area subscribe to the AER JOURNAL? Do the libraries in your community receive the AER JOURNAL?

If you cannot make these contacts yourself, why not send suggestions to us? We'll be happy to make the contact.

AER Membership Committee

PAUL L. BOGEN, director of radio, University of Nebraska, Lincoln

MRS. KATHERINE FOX, Station WLW, Cincinnati, Ohio

BETTY GIRLING, Station KUOM, University of Minnesota, Minneapolis

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PATRICIA GREEN, assistant supervisor of radio, Portland Public Schools, Portland, Oregon

MRS. ROBERT H. JONES, JR., 8 Peachtree Circle, N. E., Atlanta, Georgia

DOROTHY KLOCK, Station WNYE, Brooklyn Technical High School, Brooklyn 1, New York

GLADYS LATHAM, 3021 E Street, Sacramento, California

LILLIAN B. REYNOLDS, 6123 West End Blvd., New Orleans, La.

ROBERT C. SCHIMMEL, 178 Edgehill Road, Milton, Mass.

KATHLEEN N. LARDIE, *Chairman*, supervisor—radio education, and manager, Station WDTR, Detroit Public Schools, 9345 Lawton Ave., Detroit 6

gram is that its influence extends beyond the actual broadcast period. Children's play and conversation is based on *Charming Children* and it is a common subject of conversation for adults around bridge tables and at club meetings.

It is difficult to place the listeners into economic classifications. Among those actively and regularly participating in the handwork are children of millionaires and those of the very poor. Neither is there any definite indication that the extent of education of the parents is a factor. Rather the appeal seems to be to those people who have a sense of family responsibility. This sense of responsibility of course varies in degree. At the top are those who carry through with the handwork to the point of making sacrifices to obtain it. Then those who listen, and at the bottom there are parents who just do not care. It should be noted that *Charming Children* serves to make more families conscious of their responsibilities.

This unique program has found favor in all religious denominations. By again referring to the list of active participants, which affords a close check on such reactions, we find all the principal denominations represented, even a number of Amish members. *Charming Children* songs are being used extensively in Sunday Schools and many families use the *Charming Children* "Grace" at mealtime.

Response figures for the 1946-47 season are interesting.

Over 10,000 information folders were mailed in response to requests

received by mail and telephone.

Over 4,000 children enrolled for part or all of the handwork course.

The current enrollment runs between 2,500 and 3,000, the enrollment changing as children enter school and new ones come in. To date over 10,000 children have had pre-school training through this radio program. Second and third grade teachers report that its alumni are outstanding pupils.

The ratio of total listeners to active participants varies according to the kindergarten facilities in the communities in the listening area. Where the public schools provide kindergartens the ratio is high because children listen before they enter kindergarten and while they are in kindergarten, but the parents do not purchase handwork as they feel that the child will get that in school. In communities without kindergartens and in rural areas the parents more readily use the program as the pre-school training for their children. No systematic poll has been taken to determine this ratio, but at a number of meetings of pre-school mothers' groups in non-kindergarten communities the ratio was about 20 families listening to each one actively participating. Considering all classes of listeners it is estimated that the ratio is between 35 and 40 to one. On this basis the listening audience would total from 70 to 80 thousand.

Charming Children enrolled active participants from 287 communities and five states and Canada last year while broadcasting from stations WHK, Cleveland and WHKK, Akron.

The listening area as indicated by the location of the communities lies within a 100-mile radius of these stations although their rated service area is much less. *Charming Children* song books and handwork are being sent to many foreign countries.

Charming Children was originated and is directed by Marjorie Lea Harm. Mrs. Harm taught kindergarten in the public schools at Warren, Ohio, later conducted a private school of her own and when gasoline rationing made it difficult to drive children to school she started the radio kindergarten over station WRRN at Warren.

The Radio Council of Greater Cleveland heard of the program and largely through the efforts of this organization *Charming Children* was moved to Cleveland and sponsorship secured.

The daily broadcasts, 10 to 10:30 a.m., Monday through Friday, are applied lessons in child psychology to the listening mothers in the area. Mrs. Harm is alone with the children during the broadcast, playing her own accompaniment. Even the engineer sits in a darkened control room so that the children are not distracted. She controls these changing groups with a charming and sympathetic understanding of children that is a lesson in itself. Mrs. Harm is not a theorist, she can point with pride to two grown children of her own. She is actively interested in music and drama, is a popular speaker for child study groups, PTAs, Radio Councils, music clubs, and civic groups, and is at present vice-president of the Cleveland AER.

Radio Helps Build a Hospital

THE CITIZENS OF PULLMAN [Washington] are evaluating in dollars and cents the merit of Washington State College's radio station. KWSC aided them in their recent drive to raise funds for a community hospital.

The State College had agreed to allow the city of Pullman to add two wings to the present college hospital to meet the needs of a growing community which for many years had had no hospital. The offer was eagerly accepted and a gigantic campaign launched with seven days set aside as "Hospital Week." The 5,000 watt student-manned station seized upon this opportunity to operate in the public interest.

An intensive program was mapped out to keep the hospital drive constantly in the minds of local KWSC listeners throughout each day of the week. Students and faculty staff members worked together to determine which of the station's regular programs reached the greatest number of prospective contributors to the drive; to devise methods of presenting on these programs the purpose and need for the drive; and to invent and search out ideas for special programs which would serve to attract attention. KWSC's student continuity staff was put to work writing dozens of spots and turning out special scripts for new programs; others were assigned

the task of seeking out well-known townspeople, active in the campaigning, to appear over the air.

Each morning five minutes of the eight o'clock newscast was devoted to a remote broadcast from down-town headquarters where the campaign chairman gave a report on the progress of the drive. Daily bulletins during the "noon news" kept local listeners up to date on the total amount of contributions received from day to day. All were anxious to know how near they were to reaching their goal of \$200,000. The question of the week became "Have you heard the latest totals?"

Radio as a medium of publicity

proved its worth when the members of the "fund-raising committee" were faced with the problem of contacting all the farmers in the surrounding area. Rural hospital contributions showed that the "tillers of the Palouse Hills" had been reached by introducing farmers, active in the drive, over the regular thrice-weekly farm program.

The housewives of the community were also singled out by presenting members of the local women's clubs, representing both farm and urban women, on the *Homemakers' Program*. Informal discussions told the listeners the activities of each organization in pushing the drive.

The ladies of the town were responsible for a tremendous rummage sale which was launched to raise more funds for the hospital. Hundreds of dollars worth of goods were donated by the local merchants and great numbers of civic minded Pullmanites patronized the sale. A considerable portion of the credit for the hearty response to the sale has been given to KWSC. During the drive period a number of important and enthusiastically-followed conference basketball games were being broadcast by the college station. Making the most of a situation which involved a tremendous listening audience, KWSC gave the rummage sale publicity on each of the athletic events broadcast.

All the children of school age in the community were found to be as industrious as their parents in their participation in "junior-sized" hospital drives. One small girl presented a brand new "Christmas bicycle" to be sold at the rummage sale. The work of the town's younger campaigners was recognized and encouraged by one of the station's most popular radio characters, the "Story Lady," on her daily after-school broadcasts. The "Story Lady," an attractive, red-haired student in her third year at WSC, commands a sizeable pile of fan-mail each day from her "fairytale-loving" listeners. Understandably, she was readily welcomed when she paid personal calls to several of the city's grade schools to seek out children who would be able to give an account on the "Story Lady" program of the things they and their class-mates had done to help the hospital drive.

Perhaps the greatest benefit to come from KWSC's participation in the Hospital Drive was its success in dispelling in the minds of many local

dweller the fear that a highly organized college might insist upon too much control and use of the new hospital. This was accomplished by airing a dozen spots each day informing the listeners as to the use of their contributions, the organization of the hospital, and the people who would represent them in determining hospital policies. The twenty or thirty spots, presented in question-and-answer form, were rotated from day to day so that they would be heard by different audiences each time.

Although the published goal for the drive had been \$150,000, it was understood by the Hospital Board and later announced to the public that it would be necessary to raise \$200,000 to cover "run-away" building costs and other increased expenses. During "Hospital Week" \$186,000 had been raised, so a "mop-up committee" was given two weeks to raise the remaining \$14,000.

By the end of the eleventh day only \$7,000 had been raised, so again the campaign leaders turned to KWSC and asked that the station re-enter the drive. Immediately the KWSC frequency band was being hit with a heavy barrage of "give for your hospital" spots. Hour-by-hour reports of total

contributions and the amount still needed to reach the goal were given.

In three days the \$200,000 goal had been reached and surpassed by several thousand dollars.

The following paragraphs are an excerpt from a letter to John Blake, KWSC's production manager, from the Hospital Association, acknowledging the effectiveness of radio in the drive:

Our Pullman Memorial Hospital campaign has been an outstanding success. We have passed \$201,500 and are certain that within the next few months several more thousands of dollars will be turned in by men and women who have been out of town and farmers who are planning to give after harvest time.

Much of the success of this campaign is due to the never failing cooperation you have given the campaign committee. The daily broadcasts from headquarters proved to be outstanding. Many citizens listened to them and when they ceased, called or stopped at headquarters to inquire about them and to express their appreciation of them.

Your special programs on the Farm Front Hours, The Story Lady and Homemakers' Programs, and many spot announcements given prior to the campaign, and during it, and the weeks of follow-up work, added interest, inspiration and many contributions.

Chalk one up for station KWSC—non-commercial public servant.—
LESLIE FERRIS, Washington State College.

Events—Past and Future

AER Radio Script Contest

A national radio script contest with prizes which total more than \$800 was announced recently for all students

regularly enrolled in colleges and universities in the United States. The contest has been organized by the Association for Education by Radio, with co-



Celebrating the one hundredth broadcast of the Rutgers University Forum over Station WAAT, Newark, New Jersey, a panel on November 25 discussed "What Is Radio's Challenge to Education?" [l to r] ROBERT B. HUDSON, CBS director of education; WILLIAM PFEIFFER, director, Station WBGO-FM, Newark Board of Education; MARSHALL G. ROTHEN, director of broadcasting at Rutgers and Forum moderator; WILLIAM D. BOUTWELL, editor, Scholastic Teacher; and WILLIAM A. COLEMAN, chairman, Radio Division, Fordham University.

operation from the National Council of Teachers of English, American Educational Theater Association, *Scholastic Magazines*, *Writer's Magazine*, and *Plays Magazine*. The purpose of the contest is to promote better radio writing among students. Closing date is scheduled for March 30, 1948.

National awards include fifty dollars for the best scripts of each type, twenty-five dollars for the second best, and additional awards, based on the following classifications: [1] original dramatic script, 14 minutes, 30 seconds; [2] dramatic adaptation, 29 minutes, 30 seconds; [3] non-dramatic scripts for one voice [talks, news, sports, women's programs, etc.], 14 minutes, 30 seconds; [4] non-dramatic scripts for more than one voice [interviews, discussion programs, etc.], 14:30 or 29:30. Fifty dollars and one set of the Encyclopedia Britannica constitute an additional award for the best script entered in the contest. A Special Class for scripts suitable for home or school recording carries somewhat higher awards. Lengths of scripts for the Special Class are optional, but 2, 3½, and 5½ minute lengths are recommended.

One hundred dollars is to be awarded for the best script in the Special Class, sixty dollars for second, and forty dollars, third. Additional awards of twenty-five dollars each will be given for any script suitable for publication in a collection of scripts. Teachers of first, second, and third place winners in the Special Class each receive a box of twenty-five Audiodiscs and three recording and playback sapphire Audio points.

Regional awards of \$25 for each regular class winner are also to be made, and regional winners will be entered for national awards. Prizes other than those mentioned may be added before the contest closes.

The winning scripts will, where possible, be published in educational journals, and efforts will be made to bring the most promising scripts to the attention of open market buyers.

National sponsors who have contributed cash awards for the winners and are underwriting the expenses of the contest are: Alpha Epsilon Rho; Audio Devices, Inc., the General Electric Company; and the National Association of Broadcasters. Regional sponsors, also contributing cash awards and a portion of the expenses of the contest,

are the Newark News, WNJR, and the *Oklahoman and Times*, WKY.

Scripts should be submitted to AER Radio Script Contest c/o University of Oklahoma, Norman, Oklahoma, and will not be returned unless accompanied by return postage.

Instructors of courses in writing who would like to distribute information on this contest to classes may obtain folders by writing to Sherman P. Lawton, AER Script Contest Chairman, University of Oklahoma, Norman, Oklahoma.

Radio at AASA

The American Association of School Administrators, according to its executive secretary, Worth McClure, has given the subject of radio education an important place on the program of its winter meeting in Atlantic City. An afternoon discussion group on Wednesday, February 25, will be devoted to the topic, "Educational Possibilities of Radio." Dr. Charles H. Lake, special consultant to the Board of Education, Cleveland, Ohio, has been named to serve as chairman of the group.

AER members will be interested to learn that the decision to place this radio discussion on the program at the national meeting of school superintendents came about because of the success of a similar program at last year's convention, coupled with the pressure on AASA President, Dr. Herold C. Hunt, by members of the AER and by the Advisory Committee of the School Broadcast Conference.

All AER members who will be in Atlantic City for the AASA meeting have an obligation to attend this special radio education session. Others should use their influence in pledging the attendance of friends and acquaintances who will be there for the winter meeting.

Lauds Radio Education

Dr. I. A. Richards, a professor at Harvard University, and a leading authority on Basic English, made a strong plea for the use of radio in education, and radio writing as an expressive art form, in a recent series of three talks on the Lowell Institute Cooperative Broadcasting Council program *Your Ideas* over Station WHDH, Boston. Stating that "the one more sensitive thing than the pen is a Voice . . . because it not only chooses its words but how they are to be said," Dr. Richards

pointed out the limitations that the printed word places upon a writer.

Taking note of the fact that a radio speaker cannot express meaning by gesture or facial expression, Dr. Richards says "I think the radio, whenever it gives us an exploring and naked voice is doing the best that can be done to produce writers, talkers, and thinkers who can *mean* something . . . I would guess that wider use of good and bad broadcast talks *in schools* for critical study of *How* and *How-Not* would do a vast amount of good."

Dr. Richards went on to say that "I am guessing only that more and more artists and teachers will be tempted to work through speech as a medium, . . . through recorded speech." He concluded: "Last of all I will guess . . . in the very teeth of most of the psychologists who have investigated and reported on the matter . . . that the voice on the air can do most for education in its subtlest and least routine uses. The current findings, I know, are against me: radio, they say, best conveys superficial facts, stock responses, and platitudes. But these investigators seem to me to have ignored the chief factor . . . the variable above all others they should have studied . . . the handling of the voice. Anyhow my guess is that the best teaching of reading, interpretation, and understanding . . . from near the beginning up to Plato and Shakespeare . . . will even in our own days come to be done over the air. In other words, the highest use of broadcasting is just coming into sight. A quarter of a century or so is not a long time in which to discover how to use an invention of this reach and scope."

The programs of Dr. Richards were adapted from a similar series of talks he made for the British Broadcasting Corporation in the early fall. They were given over WHDH as a part of a series on the classics being produced by the Lowell Institute Cooperative Broadcasting Council, which includes the six major colleges and universities in the Boston area, currently presenting other educational series over all the six Boston full-time stations, including local outlets of all four national networks.

SBC Statistics

AER members, having read about the very successful Eleventh School Broadcast Conference [October 27-29] as reported by William D. Boutwell in

the December *AER Journal*, and noting that there were 1,166 registrants, may be curious as to where they came from.

George Jennings, SBC head, has made available a mimeographed list of conference registrations. Interested readers may secure a copy by writing Mr. Jennings at 228 N. La Salle St., Chicago 1. It consists of individual names and of schools. In the case of the latter, most if not all were multiple registrations. Although individual registrations cost \$2, a school registration good for the entire teaching staff was sold for \$5. Since a school or college could cover any number of teachers for the \$5 figure [Northwestern University registered 75] there is no means of determining the number of different individuals who actually attended.

The 1,166 registrations reported in the December issue took at face value all teachers covered in multiple registration. Actually the number of individuals and schools listed on the official roster was 422. Upon tabulation it was found that in this total were represented 23 states, the District of Columbia, and the Dominion of Canada. Illinois registered 291, of whom 246 came from Chicago; District of Columbia, 11; and Canada, 3. New York, with 20, furnished the second largest state delegation.

The state totals follow:

Alabama	1	Nebraska	2
California	1	New Jersey	4
Colorado	2	New York	20
Dist. of Col.	11	Ohio	8
Georgia	1	Oklahoma	3
Illinois	291	Pennsylvania	4
Indiana	12	Rhode Island	1
Iowa	9	South Carolina	1
Louisiana	1	Texas	2
Massachusetts	1	Washington	1
Michigan	6	Wisconsin	13
Minnesota	11	Canada	3
Missouri	13		
		TOTAL	422

Interfaith Series Wins Prize

A Cornell University radio series aimed at interfaith understanding has been awarded second prize in the annual University of Chicago Radio Workshop competition for programs interpreting community affairs.

Part of the regular *CURW Radio Forum* series broadcast in cooperation with Station WHCU, Ithaca, the interfaith discussions were awarded a cash prize and a citation "for a program of honest inquiry and group thinking about basic religious faith which raised in the minds of listeners questions which must be answered."

Conducted by the radio committee of Cornell United Religious Work, campus interfaith organization, the series of programs brought together students and clergy representing Catholic, Jewish, and Protestant faiths in frank interchange of questions and answers pertaining to the various religious beliefs.

Heard over WHCU in the fall of 1946, and repeated last spring, the series is now being extended to a worldwide religious theme, bringing a similar frankness and inquiry to bear on faiths dominant in Europe, Asia, South America, and elsewhere, with foreign students of the various religions participating.

1947 Yearbook Published

The seventeenth annual yearbook of Ohio State's Institute for Education by Radio, *Education on the Air*, is now being bound and will be distributed sometime this month [January]. The volume, comprising 540-pages, is the largest in Institute history. It was

edited by O. Joe Olson, managing editor of the university's alumni magazine.

Dr. I. Keith Tyler, Radio Institute director, gave general supervision to preparation of the volume which he said is the "most complete coverage to date of an annual Institute at Columbus." It also is his opinion that readers will like the style of presentation. Said he:

The book moves along. While it was necessary to hold the final text to 225,000 words—approximately one-half of the available original manuscript and transcribed material—I believe that all of the salient points, as well as the flavor of the Institute, have been faithfully recorded.

Opening with the much-discussed address by Barbara Ward, member of the BBC's Board of Governors, on the subject, "Radio in One World," the book then presents the first complete account of the background and formation of the United Nations Educational, Scientific, and Cultural Organization, under the title, "UNESCO's Role in Radio and Films." This address is by Howard E. Wilson, deputy executive secretary for the preparatory commission of UNESCO.



Educators attending a radio breakfast sponsored by Station KMOX at the Missouri State Teachers Association, St. Louis, November 13 [l to r seated] MARY B. WOMACK, president, State Teachers Association; DOROTHY BLACKWELL, assistant director, Division of Audio-Visual Education, St. Louis Board of Education; WALTER RYLE, president, Northeast State Teachers College, Kirksville; WENDELL CAMPBELL, general manager, Station KMOX; ELIZABETH WOLCOTT, Department of Education, Station WBBM, Chicago; HUBERT WHEELER, Commissioner of Education, Jefferson City; FREDERICK A. MIDDLEBUSH, president, University of Missouri; ROY ELLIS, president, Southwest Teachers College, Springfield; J. SOULARD JOHNSON, assistant general manager, Station KMOX; [standing] ELIZABETH GOLTERMAN, director, Division of Audio-Visual Education, St. Louis Board of Education; MARGUERITE FLEMING, radio consultant, St. Louis public schools; THOMAS A. BRADY, vice-president, University of Missouri; CHARLES A. NAYLOR, Jr., principal, Harris Teachers College; J. W. JONES, president, Northwest State Teachers College, Maryville; PHILIP J. HICKEY, superintendent of instruction, St. Louis public schools; AMOS J. SNIDER, director, Adult Education and Extension, University of Missouri; and ALICE O'CONNOR, educational director, Station KMOX.

The volume's thirty-six chapters are arranged under six sections: [1] International Aspects of Radio; [2] Radio Policy in America; [3] Radio in Organized Education; [4] Program Areas of Radio; [5] Techniques, Problems, and Research; and [6] Eleventh Annual Exhibition of Recordings.

Several of the chapters deal with some of the most live topics in radio today. Included are such questions as "Should Radio Have an Editorial Policy?" "Is Labor Getting a Fair Share on the Air?" "Is Radio Meeting the Needs of Our Children?" and a number of related questions assembled under the subject: "Radio and Minority Groups."

Among the program areas covered are: news, children, teen-agers, music,

religious broadcasts, women's programs, farm broadcasts, and the development of live programs on small stations.

Current interest in the documentary form of broadcasting resulted in two important addresses on the subject; one by Robert Saudek, director of public affairs, American Broadcasting Company, and the other by Edward R. Murrow, vice-president, Columbia Broadcasting System.

Mr. Olson, who edited the '47 year-book, has had wide experience in writing and editing. Now in his fifth year as managing editor of the university's alumni magazine, he worked 16 years on daily newspapers in Ohio and New York state. He holds two degrees from Ohio State.

of the part of the country concerned.

In order to get things started, KUOM has already prepared and sent abroad several programs. Three informational programs for *Radiodiffusion Francaise* entitled "Report from America" were prepared in June, 1947. The first program, "Impressions of the United States," was a report by three Frenchmen recently arrived in the United States, on their first reactions to this country. The second program, "The Middle West," using Minnesota as an example, dealt with Minnesota history, government, politics, and occupations. The final program of the group, "Education in the United States," surveyed the American educational system from primary grades through graduate school. Participants included teachers in the Romance Language Department of the University of Minnesota, the French consul in Minneapolis, and one Minneapolis public official who had lived in France.

In October, KUOM transcribed for the RDF the entire opening concert of the Minneapolis Symphony Orchestra season. This was supplemented by a thirteen-minute discussion in French by conductor Dimitri Mitropoulos, together with the associate conductor, one of the woman players, and the local French consul.

For the BBC, KUOM transcribed, at a Minneapolis Symphony Orchestra concert, the Violin Concerto by Roger Sessions. Also included on the discs was a short talk by the composer, who had come to Minneapolis to be present at the first performance of his work by a major symphony orchestra. This was forwarded to the BBC as an example of music by a contemporary American who composes in an original and very modern idiom.

AER members—and all others who would like to participate in this project—should write to Burton Paulu, manager, KUOM, Minneapolis 14, Minnesota, for further details.

The Freedom Train

The Freedom Train, a significant educational project in rededicating to the ideals and practices of democracy, offers unique possibilities for school radio programs. Write to: The World Book Encyclopedia, Teaching Aids Dept., 35 E. Wacker Drive, Chicago 1, for a useful 4-page summary. It will be sent free.

Idea Exchange

Program Exchange Committee

The AER is sponsoring a project to encourage the exchange of programs between American radio stations, the British Broadcasting Corporation, and the *Radiodiffusion Francaise*. Burton Paulu, manager, Station KUOM, University of Minnesota, has been appointed chairman of this committee; other members include Richard B. Hull, WOI, Ames, Iowa; Sherman Lawton, University of Oklahoma; Hazel Kenyon Markel, WTOP, Washington, D. C.; W. H. Ewing, WOSU, Columbus, Ohio; Thomas Rishworth, Radio House, University of Texas; and Harold Engel, WHA, Madison, Wisconsin. It is planned to expand the committee to include representatives of all stations and organizations interested in program exchanges.

The objective of the project is to interpret the people of the United States to those in France and Britain, and *vice versa*, through an exchange of transcribed radio programs between the BBC or the RDF on one hand, and American stations on the other. This AER committee on exchange broadcasts is being set up to serve as *liaison* between the RDF or the BBC, and American stations. The committee will promote the project through contact with stations likely to be interested in such programs, and by releases to trade publications.

American stations interested in the project should draw up a list of pro-

grams they could produce which they think would interest French or British listeners. The list should then be submitted to the RDF or BBC New York offices as a basis for discussion. The American stations may also list BBC or RDF originations they would like to air in return.

The RDF New York office will receive and forward American programs to Paris; the BBC New York office will receive and forward American programs to London. BBC and RDF will make any necessary customs payments, and will take care of trans-Atlantic shipping arrangements and costs.

After contacts have been established between the RDF and BBC New York offices and the American stations participating, the AER committee will leave all arrangements to the RDF or BBC and the stations concerned; in other words, AER is sponsoring and promoting this project, but is not concerned with details of program planning or production.

Interested American stations should choose subjects about which they are able to produce programs which will further the project's major objective—that of interpreting the people and culture of the United States to listeners in France and Britain. Examples might be talks by outstanding men of a community who may be known in France or Britain, or programs built around community projects or activities typical

Reviews

The American Radio. By Llewellyn White. Chicago: University of Chicago Press. 1947. xxi+260 pp. \$3.25.

This book, by the assistant director of the Commission on Freedom of the Press, traces radio from the experiments of Marconi to the present. It points out the pressures under which American commercial broadcasting operates, in an attempt to explain fairly why radio has failed to measure up to the responsibilities which claims for really "free" status require.

The Commission, headed by Robert M. Hutchins, chancellor, University of Chicago, and on which Zechariah Chafee, Jr., professor of law, Harvard University, served as vice-chairman, in its consideration of freedom of the press, gave attention to radio as one of the major agencies of mass communication of our time. Mr. White carried on the necessary detailed study, of which this is the formal report, to provide the Commission with a basis for its conclusions and recommendations with respect to radio.

The American Radio opens with a statement, together with eight specific recommendations, concerning radio broadcasting which was given formal approval by the individual members of the Commission. The Commission's proposals are sound from the public interest standpoint and most of them constitute goals toward which responsible leaders in the broadcasting industry believe it desirable to move.

Mr. White's proposals and conclusions have not been passed upon formally by the Commission but have been published now in book form so that they can be given the benefit of public discussion and made available for the serious consideration of the Congress, the FCC, and other agencies and persons framing policy in this important area. However, a consideration of the methods used in the study—the books, newspapers, magazines, pamphlets, and public documents consulted; the programs monitored; the interviews carried on; and the prepublication checks of the manuscript made by responsible and representative individuals—provide maximum assurance of the scholarly nature of the study and adequate protection against charges of bias.

Perhaps few broadcasters would agree completely with all of Mr. White's conclusions. However, in the opinion of the writer, the more study that is given to each of his proposals, the more merit it seems to have. Although American radio has done much for the listener during the short quarter century of its existence, it still needs sound direction. And it is doubtful whether any single individual has ever before had a better perspective of what radio has been, is, and might be than this exhaustive study has provided its author. The more forward-looking broadcasters have already read or will read *The American Radio* to better prepare them to discharge their responsibilities in the radio field; the others must. And so also must

teachers, especially those in the social studies field.—TRACY F. TYLER.

Broadcasting Music. By Ernest LaPrade. New York: Rinehart and Company, Inc. 1947. xii+236 pp. \$3.25.

Curiosity about the planning and production of a favorite musical broadcast need no longer pester the layman. Information on this subject is set forth clearly, fully, and in an unusually readable style in Ernest LaPrade's *Broadcasting Music*. The author is well qualified to write a book on this topic due to his many years of experience in the field of radio and as director of musical research at the National Broadcasting Company. The book could well be used as a text for an orientation course in musical broadcasting procedures and could also serve as a handy reference book for musicians engaged in various phases of radio work.

"The purpose of this book," Mr. LaPrade states in the opening announcement, "is to depict for the student—and for the music-loving listener, if he should be interested—the entire process of broadcasting music, from the planning of programs to their production in the studio. The requisite organization, equipment, and techniques are described; underlying principles are analyzed; and, in order to give perspective to the picture, the historical and technical background is sketched in. Vocational requirements and opportunities are considered, and, finally, there is an inquiry into the possible future trends of music broadcasting."

This reviewer is of the opinion that Mr. LaPrade has succeeded very well indeed in doing what he sets out to do. Besides he does so in a spirit of modesty and with a great deal of common sense. "No attempt has been made to formulate rules. The broadcasting of music involves too many imponderables to admit of strict regulation." In addition we are repeatedly reminded that there is no substitute for true musicianship; experience ultimately is the best teacher and future progress and development will naturally be made by continued experimentation.

If anyone contemplates a career in some branch of music broadcasting, he should by all means read the chapter on "Vocational Requirements of Music Broadcasting." Vacancies in the network are not very numerous and we are told "competition for them is keen and the requirements very exacting."

The concluding chapter, "Music on Tomorrow's Air," besides raising many questions relative to frequency, pulse-time, velocity modulation as well as high fidelity and television, gives much up-to-date information on these new fields of broadcasting. "The crystal ball is not very communicative on the subject of music in television. 'Video' is still so young, as compared with radio, and its use of music has been on such a limited scale that future relationships between the two arts are exceptionally difficult to foresee."—PAUL M. OBERG, chairman, Department of Music, University of Minnesota.

Can You Help?

The Association for Education by Radio received recently a communication from a teacher in Belgium. It reads as follows:

Being a member of a Belgian commission to forward the use of audio-visual aids in Belgian schools, I am preparing a paper on the present state of the question. As I intend to devote a chapter to American contributions in that field, I should be very glad to receive from you all the documents you could put free at my disposal, as well as interesting references with, if possible, address and price.

Special information on foreign language study by radio and film would be highly welcome.

Thanking you beforehand, I am, dear Sir, yours respectfully,

T. DECAIGNY
Secondary School Teacher
8, rue de l'Industrie
Flémalle-Haute
Belgium

AER Journal readers who have materials and suggestions which might be of assistance to our Belgian colleague are urged to communicate with him.

Alpha Epsilon Rho



Beta Chapter, Syracuse University—On Tuesday evening, November 25, 1947, the new pledges of Beta Chapter held a dinner for the actives. We hope this will be the first in a long, long series of dinners for the actives given by the pledges, and that they will all be as successful as this one.

Once the pledges were acquainted with the idea that they would be allowed to give such a dinner for the actives they went to work and developed the plans. These resulted in a highly entertaining and very worthwhile evening. The pledges came through with some fine parodies on Radio Workshop life at Syracuse, as well as a script entitled "Leopold Funk goes to Syracuse" or "Every Cloud has a Sarnoff Lining."

This dinner was an all-student affair. At our initiation banquet, due to take place December 10, 1947, we plan to have all the members of the faculty connected with Alpha Epsilon Rho in one way or another, as well as guests from the various commercial stations here in Syracuse.

In early December, Alpha Epsilon Rho went on the air with a three-week series of broadcasts called the "Cosmopolitan Club." Each night a different language was used. The program featured transcribed music of the flavor of the country being spotlighted that night. A native of that country spoke both in his [or her] native tongue as well as English, slowly enough that students of that language would be able to understand. We hoped by the use of English to introduce the music, and the music itself, to keep a substantial part of our English-speaking audience.

Delta Chapter, Michigan State College, sponsored four half-hour dramatic produc-

tions broadcast over the Michigan State College Station, WKAR, at 4:00 p.m. on October 9, 16, 23, 30 and November 6, 13, 20, and 27.

The chapter held a business meeting on October 28 for election of officers, acceptance of pledges, and general business. Anthony Chapp, was elected president, Floyd Clark, Jr., vice-president, and Elaine Jasen, treasurer. A formal initiation for ten pledges was held on November 11, and a general business meeting on November 25.

Epsilon Chapter, Ohio State University—Inactive status during summer quarter came to an end September 30 with the first meeting of Fall quarter. There are fifteen active members and thirteen pledges.

Weekly shows will continue with student director Newt Mitzman. Original scripts will be considered also for production.

Members of the fraternity are aiding WOSU in production, acting, and writing of the *Ohio School of the Air* series.

During the football season, we broadcast 15-minute dramatic scripts. All of these scripts were original and were written by members of Epsilon Chapter. We find the policy stimulates neophyte writers and very often results in better programs than we have ever had before. We shall probably return to half-hour programs on or before January 17. We hope our original script policy will continue even then. Epsilon Chapter is now truly a work-shop for aspiring radio personnel.

Many of our members are working at commercial stations in downtown Columbus and at the campus studios as regular staff members.

Kappa Chapter, Cornell University—The latest report on the activities of our Kappa Chapter primarily revolves around the resolution made last Spring that we produce one show every two weeks. The first of these was aired on October 28 and others are being scheduled in accordance with the resolution. They are being broadcast over the student station here, WVBR, and are of 15 minutes duration. They are to be of a varied nature as exemplified by the fact that the first one was a satire on fraternity rushing, the next one a live musical show, etc. The responsibility for each of these productions is rotated throughout the membership of the chapter.

Business meetings of the chapter are now being held regularly twice a month.

Iota Chapter, University of Utah—November 2, we began our weekly half-hour dramatic series over Station KALL. Then as soon as this program is underway a few weeks, we are planning a fifteen-minute program of campus news over Station KUTA. In approximately a month or so we also will lend our assistance to KSL in putting on "Utah Colleges on the Air."

Nu Chapter, Louisiana State University—Thus far, each member of Nu Chapter has in turn directed a Radio Workshop production. Two of our members, Frank Lewis and Bernard Zuccarro, are employed as staff announcers at WLSU. Our series of dramatic presentations will begin immediately following the station's formal opening which is expected to be the latter part of this month.

At present we are preparing to pledge several students who have become eligible during the course of the past nine week period.

Questions concerning Alpha Epsilon Rho should be addressed to Dr. Sherman P. Lawton, *Executive Secretary*, Alpha Epsilon Rho, University of Oklahoma, Norman, Oklahoma.

AER Constitution and By-Laws*

Constitution

ARTICLE I—NAME

The name of the Association shall be the Association for Education by Radio.

ARTICLE II—PURPOSE

The purpose of the Association shall be to extend and improve the educational use of radio and television.

ARTICLE III—ORGANIZATION

Sec. 1. To promote the objectives of the Association as they relate to sectional needs, the territory of the Association shall be divided into eight Regional Associations organized under constitutions adopted by the members of the respective Regional Associations. The regions shall be constituted as follows:

Northeastern—Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware.

Southeastern—Maryland, Virginia, West Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Georgia, Alabama, Mississippi, Louisiana, Florida, District of Columbia.

Great Lakes—Minnesota, Iowa, Missouri, Indiana, Illinois, Michigan, Ohio, Wisconsin.

West Central—North Dakota, South Dakota, Nebraska, Kansas, Wyoming, Colorado.

Southwestern—Oklahoma, Texas, New Mexico, Arkansas.

Pacific Northwest—Washington, Oregon, Idaho, Montana.

Pacific Southwest—California, Arizona, Nevada, Utah, Alaska, Hawaii.

Canada.

Sec. 2. Territorial reorganization of Regional Associations may be accomplished by amendment of the Constitution in the manner hereinafter provided, except that such action may be proposed to the membership of the Association for Education by Radio only upon the initiative of the Regional Associations involved in the reorganization.

Sec. 3. Regional Associations shall be accepted as units of the Association for Education by Radio and be granted participation in the conduct of the Association as prescribed in the Constitution and By-Laws of the Association upon presentation to the Executive Committee of the Association, a Constitution which the Executive Committee approves.

Sec. 4. State and local associations may be organized as affiliates of the Regional Associations upon terms prescribed by the respective Regional Associations.

ARTICLE IV—OFFICERS

Sec. 1. The Officers of the Association for Education by Radio. The officers of the

*Members of the AER meeting in Chicago October 26 were officially informed by Gertrude G. Broderick, AER secretary, that the new Constitution and By-Laws had been adopted as a result of the recent mail ballot with only three dissenting votes. This document goes into effect and becomes the official charter of the organization on May 1, 1948.

Association for Education by Radio shall be a president, first vice-president, second vice-president, secretary, and treasurer.

[a] The president, first vice-president, secretary, and treasurer shall be elected by the membership at large in the manner prescribed in the bylaws. The immediate past president shall serve as second vice-president.

ARTICLE V—BOARD OF DIRECTORS

Sec. 1. The Board of Directors shall be comprised of all national officers and of four members-at-large, to be elected in the manner prescribed in the bylaws, and of the presidents of the Regional Associations, and the president of Alpha Epsilon Rho.

ARTICLE VI—EXECUTIVE COMMITTEE

Sec. 1. The Executive Committee shall be comprised of all the national officers and the regional presidents.

ARTICLE VII—ANNUAL MEETINGS

Sec. 1. The Association for Education by Radio shall hold a meeting annually at a time and place designated by the Executive Committee of the Association.

Sec. 2. The Regional Associations for Education by Radio shall convene upon call of the respective officers of those associations.

ARTICLE VIII—VACANCIES IN OFFICE

All vacancies in offices of the Association for Education by Radio not otherwise provided for herein shall be filled by the Board of Directors.

ARTICLE IX—AMENDMENTS

Sec. 1. Proposals for amendment to the Constitution may be made by the Executive Committee, and must be made by the Executive Committee upon initiative petition signed by fifty active members of the Association.

Sec. 2. Proposals for amendments to the Constitution must be published in the Association for Education by Radio Journal not less than two months and not more than six months before they are submitted to vote of the membership.

Sec. 3. Voting on amendments to the Constitution shall be by mail ballot accompanied by a full statement of the proposed amendment. The ballot and accompanying proposal shall be submitted to all active members of the Association thirty (30) days before the date set for the vote on the amendment.

Sec. 4. An affirmative vote of two-thirds of the members of the Association for Education by Radio voting shall be required for the adoption of an amendment.

ARTICLE X—EFFECTIVE DATE

This Constitution shall become effective May 1, 1948.

By-Laws

ARTICLE I—MEMBERSHIP

Sec. 1. Any person interested in education by radio shall be eligible for membership in the Association for Education by Radio.

Sec. 2. The membership of the Associa-

tion for Education by Radio shall consist of four classes: active, associate, life, and institutional.

Sec. 3. Active Membership. An active member upon complying with registration requirements may attend the meetings of the Association held during the membership year for which his dues are paid. An active member is entitled to vote and may be elected to office during the membership year for which his dues are paid. An active member shall receive each issue of the AER Journal during the membership year for which his dues are paid.

Sec. 4. Associate Membership. Members of Alpha Epsilon Rho, high school students, and college students, whose individual status is attested by an active member of the Association, may become associate members. Associate members shall have all the privileges of active members, except the right to vote and to hold office in the Association.

Sec. 5. Life Membership. The qualifications of life members shall be the same as those of active members. They shall enjoy all the privileges of active members.

Sec. 6. Institutional Membership. Educational institutions approved by accrediting agencies of the type of institutions to which they belong and organizations engaged in educational broadcasting may become institutional members.

Sec. 7. Membership Year. The membership year shall begin May 1 and extend through April 30 of the following calendar year. The fiscal year of the Association shall coincide with the membership year.

Sec. 8. Dues. The amount of dues for all classes of members shall be set by vote of the membership and the manner of their remittance and distribution shall be determined by the Executive Committee. Dues charged for the various types of membership upon adoption of the Constitution shall be continued until changed by vote of the membership.

ARTICLE II—DUTIES OF OFFICERS

Sec. 1. President, Association for Education by Radio. The president shall preside at meetings of the Association and perform all other duties pertaining to his office. In cooperation with the Executive Committee, the president shall prepare programs for the meetings of the Association. He shall be chairman and member of the Executive Committee and shall call meetings of this Committee whenever he deems it necessary or whenever he is requested to do so by a majority of the members of the Committee. The president shall be chairman and member of the Board of Directors and shall call meetings of the Board whenever he deems it necessary, or whenever he is requested to do so by a majority of the members of the Board. He shall appoint all committees not otherwise provided for.

Sec. 2. First Vice-President. The first vice-president shall assume the duties of the president in case of a vacancy in the latter's office.

Sec. 3. Second Vice-President. The second vice-president shall assume the duties of the president in case of a vacancy in the office of the president and first vice-president.

Sec. 4. The Secretary. The secretary shall keep a full and accurate record of the pro-

ceedings of all meetings of the Association and of all meetings of the Board of Directors and of the Executive Committee.

Sec. 5. Treasurer. The Treasurer shall receive and hold in safekeeping all moneys paid to the Association. He shall make all investments of surplus funds in the treasury of the Association for Education by Radio upon approval of the Executive Committee. He shall give such bond as may be required by the Executive Committee.

Sec. 6. Board of Directors. The Board of Directors shall be the policy-making agency of the Association. A majority of the members of the Board of Directors shall constitute a quorum. The Board shall meet in connection with the annual meeting of the Association or as provided for in Article II, Sec. 1.

Sec. 7. Executive Committee. The Executive Committee as administrative agency of the Association shall assist the president in arranging the programs of meetings of the Association. It shall fix the place and time of the annual meeting. It shall receive and approve reports of all committees and determine the amount of money to be expended by such committees. It shall select the editor of the AER Journal for a period not to exceed four years. It shall employ such assistance as it deems justified to carry on the activities of the Association. A majority of members of the Executive Committee shall constitute a quorum.

Sec. 8. Standing Committees. The president shall appoint an Audit Committee and a Board of Tellers and a Committee on Nomination of Officers for a term of one year. The Audit Committee shall annually audit the books of the treasurer, and shall report its audit at the next annual meeting succeeding the appointment of the committee. The Board of Tellers shall be responsible for counting all ballots and reporting the results of all elections or referendums immediately upon the completion of the elections or referendums. The Committee on Nomination of Officers shall prepare election slates and distribute ballots for all elections in accordance with the provisions of Article IV herein.

Sec. 9. The AER Journal [a] **Editor:** The Editor of the AER Journal shall be appointed by the Executive Committee for a period of four years, and shall be responsible for the periodic issue of the Journal under the direction of an Editorial Committee to be appointed by the President and Executive Committee. The Executive Committee may reappoint the Editor for successive terms. [b] **Business Manager:** The Business Manager of the AER Journal shall be appointed by the Executive Committee for a term of four years, and shall be required to serve under bond. The Executive Committee may reappoint the Business Manager for successive terms.

ARTICLE III—TERMS OF OFFICE

Sec. 1. Association for Education by Radio. Terms of office not otherwise provided for shall be as follows: president, first vice-president, second vice-president, secretary, and treasurer, two years. The terms of office of members of the Executive Committee shall be concurrent with the terms of office of the officers of the Association. Ex-officio mem-

bers of the Board of Directors shall serve terms concurrent with the terms of the offices by virtue of which they are members of the Board. Members-at-large of the Board of Directors shall be elected for a term of four years, except that in the first election after adoption of the Constitution for the Association by Radio, one member-at-large shall be elected for one year, one member for two years, one member for three years, and one member for four years. One member-at-large shall be elected each year in the manner hereinafter prescribed. All newly elected officers shall take office on the first day of the fiscal year following their election.

Sec. 2. No elected officer shall serve for two successive terms.

ARTICLE IV—ELECTION OF OFFICERS

Sec. 1. Election of officers shall be by an annual preferential ballot mailed to all members entitled to vote. The Nominating Committee shall submit on the ballot a slate of three candidates for each office. No candidate shall be proposed for more than one office. Provision shall be made on the ballot for the addition of additional candidates by voters. The ballot shall be mailed to members not later than March 1 and returned not later than midnight of April 1. The candidates who receive the preferential plurality shall be declared elected to their respective offices by the Board of Tellers.

Sec. 2. In counting the ballots and compiling the results of the vote, the Board of Tellers shall be governed by the following regulations:

[a] Any ballot having less than three [3] choices indicated for each office shall be considered invalid.

[b] Any ballot indicating more than one choice for the same candidate for the same office shall likewise be considered invalid.

[c] If a nominee receives a majority of first choice votes, he shall be declared elected.

[d] If no nominee receives a majority of first choice votes so that second and third choice votes are counted, first choice votes shall count three, second choice votes two, and third choice votes one, with the nominee receiving the highest total declared elected.

ARTICLE V—REVISION

Sec. 1. Proposals for revision of the Bylaws may be made by the Executive Committee, and must be made by the Executive Committee upon initiative petition signed by fifty active members of the Association.

Sec. 2. Proposals for revision of the Bylaws must be published in the Association for Education by Radio Journal not less than two months and not more than six months before they are submitted to vote to the membership.

Sec. 3. Voting on revision of the Bylaws shall be by mail ballot accompanied by a full statement of the proposed revision. The ballot and accompanying proposal shall be submitted to all active members of the Association thirty [30] days before the date set for the vote on the revision.

Sec. 4. A majority vote of the members of the Association for Education by Radio voting shall be required for a revision of the Bylaws.

ARTICLE VI—EFFECTIVE DATE

These Bylaws shall become effective May 1, 1948.